

## Grade 8: U.S. and South Carolina Social Studies

### Charles Pinckney National Historic Site

The purpose of this document is to help educators see the relationship between the state learning results and the information presented at the Charles Pinckney National Historic Site. The learning result is on the left and the connection is on the right.

#### I. Time, Continuity, and Change: History

(8.1) The student should demonstrate an understanding of history of South Carolina and the United States from the earliest human settlements through Populism. He/She should be able to:

(8.1.1) Discuss the nature, challenges, and contributions of African-American communities and Native American culture; women and their role in society.

(8.1.2) Identify cultural expressions of life in South Carolina and the United States during this period.

(8.2) The student should demonstrate an understanding of the major developments in the history of South Carolina and the United States from Exploration through the revolutionary War. He/She should be able to:

(8.2.1.) Explain the influence of physical geography on South Carolina history.

(8.2.3.) Compare and contrast early European settlements in South Carolina and the American colonies, including political, economic, and social institutions.

(8.2.4) Explain ways in which South Carolina and other colonies addressed the labor shortage, including slavery.

(8.2.5) Explain the political and social divergence of South Carolinians and other Anglo-American colonists from England.

(8.2.6) Examine the causes and course of the American Revolution and the contributions of South Carolinians.

(8.3) The student should develop an understanding of major developments in the history of South Carolina and the United States from birth of the nation up to the Civil War. He/She should be able to:

(8.3.1) Discuss the antecedents to the Constitution, the Constitutional Convention and the arguments over ratification.

(8.3.6) Compare and contrast the Northern industrial system with the Southern agrarian society.

The Charles Pinckney site correlates with these learning results in History.

(8.1.1) The life slaves on the Snee farm and Eliza Lucas Pinckney, indigo farmer, are examples for this learning result.

(8.1.2) Refer to the foods the Africans brought with them, as well as the weaving of sweet grass baskets.

(8.2.1) The coastal plains, wet lands and mixed forest influenced what products could be grown or harvested for trade and personal needs.

(8.2.3) Snee farm is an example of plantation life which can be compared to other settlements. The Pinckneys were highly influential in politics and supported southern “issues” when framing the Constitution.

(8.2.4) Slaves were used on the Snee Farm.

(8.2.5) The Pinckney site provides information about a Southern plantation family involved in politics which can be used for comparison.

(8.2.6) The Pinckney family was involved in politics. Charles Pinckney was a contributor to and a signer of the Declaration of Independence.

(8.3.1) Charles Pinckney made many suggestions to the writing of the Declaration (Pinckney Draught). He debated to keep slavery and to have a central federal government.

(8.3.6) Snee Farm provides information about the agrarian society which can be used for a comparison.

## II. Power, Authority, and Governance: Government/Political Science

(8.7) The student should demonstrate an understanding of the role of the citizen in American democracy, including personal and civic rights and responsibilities. He/She should be able to:

(8.7.7) Explain the struggles for equity in the political arena that affected African Americans, women, and other ethnic and religious groups.

The learning results of Power, Authority, and Governance: Government/Political Science are met due to Charles Pinckney's involvement in the politics of his time.

(8.7.7) At the Constitutional Convention, Pinckney debated to keep slavery. Women and slaves weren't allowed to vote at this time.

## III. People, Places and Environments: Geography

(8.8) The student should demonstrate an understanding of South Carolina and the United States in spatial terms. He/She should be able to:

(8.8.2) Describe and locate physical characteristics such as landforms, drainage patterns, climate regions, and natural resources in South Carolina and the United States.

(8.8.3) Explain how people interacted with their physical environment to create distinctive regions in South Carolina and the United States.

(8.8.4) Describe the role geographic patterns and types of migrations as they affect ecosystems and natural resources, settlement, economic development, and population change in South Carolina and the United States.

(8.8.5) Describe the role of technology development in shaping the characteristics of economic, cultural, and political regions in South Carolina and the United States.

The learning results for this geography section can be addressed at the Pinckney site.

(8.8.2) The Snee Farm is located on a coastal plain with wet lands. The area had mixed forest which lent itself to lumber and naval store trades.

(8.8.3) Most coastal plain area lend themselves to farming. See above.

(8.8.4) When people originally settled in the U.S., they were here for trade, so ports and rivers were important. Another plus would be the natural resources (forests) which could provide goods for trade. Mountains were natural barriers, but an increasing population and the quest for land motivated people to move westward. Waterways were used for travel whenever possible. This happened within individual states as well as the country.

(8.8.5) On the farm animals and humans did the work with simple tools. This time period did not include the cotton gin. The rice fields were flooded using the rice trunk. A pulley system would be used to get water from the well.